DOCUMENT RESUME

ED 205 789 CE 029 817

AUTHOR	Hepburn, Larry; And Others
TITLE	Multi-Cultural Competency-Based Vocational Curricula VESL Guidelines. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
INSTITUTION	Southern Illinois Univ., Carbondale. School of Technical Careers.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE	Jun 81
CONTRACT	R-33-10-C-0442-400; R-33-21-J-0542-400
NOTE	62p.; For related documents see note of CE 029 793.
AVAILABLE FROM	Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Asian Americans; *Competency Based Education; Curriculum Design; *English for Special Purposes; *Grammar; Guidelines; Indochinese; Learning Activities; Mathematics; Metric System; Prevocational Education; Program Design; Spanish; Spanish Speaking; Teaching Methods; *Vocational Education
IDENTIFIERS	Limited English Speaking; Southeast Asian Languages; *Vocational English as a Second Language

ABSTRACT

These guidelines serve as an introduction to a set of eight course curricula in the VESL (Vocational English as a Second Language) program. This document introduces the reader to the VESL concept: multi-cultural, competency-based materials of VESL (sequential modules, translated lexicons, grammatical structure for modules, punctuation and vocabulary, technical idioms, translated introductions); and how VESL can be used in prevocational and/or vocational classroom/shop programs. Discussed are sound and writing systems of Southeast Asian languages, Spanish, and English; literacy vs. illiteracy; VESL needs of the students; basic mathematical skills; basic U.S. monetary system; metric and U.S. systems of weights and measures; regional and personal dialects of English; VESL support materials and activities; slide shows for orientation; ongoing visual aids; industrial visits; general guidelines for successful teaching in a VESL program; teaching styles; and overview of concurrent VESL and vocational training. Appended materials include a listing of phonemes of English, a punctuation style list, and a bibliography. (CT)

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Multi-cultural Competency-based Vocational Curricula VESL Guidelines

Illinois State Board of Education

Adult, Vocational and Technical Education

ED205789

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Multi-cultural
Competency-based
Vocational/Technical
Curricula Series:

VESL GUIDELINES

Sponsored by
Illinois
State Board of
Education

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Adult
Vocational and
Technical Education

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June 1981

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ILLINOIS STATE BOARD OF EDUCATION

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Multi-Cultural, Competency-Based, Vocational Curricula Series: VESL GUIDELINES

2. Date material was completed June, 1981

3. Please check one: New Material X Revised Material ____

4. Originating agency Project Development & Management, School of Technical Careers
   Address Southern Illinois University, Carbondale, IL Zip Code 62901

5. Name(s) of developer(s) Larry Hepburn, Project Director/Masako T. Shin, Curriculum Spec.
   Muriel N. Canfield, Project Research Specialist
   Address ____ Zip Code ____

6. Developed pursuant to Contract Number R-33-21-J-0542-400

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

____	01 Agricultural Education	____	10 Industrial Art Education
____	03 Business and Office Education	____	16 Technical Education
____	04 Distributive Education	____	17 Trade and Industrial Education
____	07 Health Occupations Education	____	22 Cooperative Education
____	09 Home Economics Education	____	Career Education
		X	Other (Specify) VESL (Vocational English as a Second Language)

8. Education Level:

____	Pre-K Thru 6	____	7-8	____	9-10	____	11-12
X	Post-Secondary	X	Adult	X	Teacher (Pre-Service)		
X	Administrator (Pre-Service)			____	Other Specify) ____		

9. Intended for Use By:

____	Student	X	Classroom Teacher	X	Local Adminstrator
X	Teacher Educator	X	Guidance Staff	X	State Personnel
X	Other (Specify) Adult Education Specialist/Vocational & Technical Instructor/ESL Instructor				

10. Student Type:

____	Regular	X	Disadvantaged	____	Handicapped
X	Limited English Proficiency			X	Other (Specify) Adult

11. Medium and Format of Materials:

X HARDCOPY	VIDEOTAPE	FILM	MICROFICHE
No. of Pages 64	Minutes	Minutes	B & W
Paper bound	B & W	B & W	Color
Hard bound	Color	Color	
X Loose-leaf	inches	mm	
Photos: Yes	No X		
Diagrams: Yes	No X		

SLIDES	FILM STRIPS	AUDIO	OTHER
No. of Frames	No of frames	Automatic synch	Specify:
B & W	B & W	Hz	
Color	Color	Manual Cue	
Audio	Audio	Reel	
Carousel provided		Cassette	
Other packaging used (Specify)		Cartridge	

12. Availability:

One copy free For sale @ $____ per copy Not available
In ERIC System (No.____) Loan copy available

Contact: Name Peggy Pool, Illinois State Board of Education/Dept. of Adult Vocational Technical Education Phone (217) 782-4620
Address 100 North First Street, Springfield, IL Zip Code 62777

13. Copyright Restrictions: None

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14. Is Training Required for Optimum Use of These Materials? Yes____ No X

15. Are Consultive/Training Services Available? Yes X No____

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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

VESL GUIDELINES contains information on how and why VESL as an approach system is executed in the development of Multicultural Competency-Based Materials as well as suggestions how this approach system can be replicated by others. Appendices on "Phonemes of English" and "Style Sheet," and a bibliography.

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VESL GUIDELINES

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The preparation of this multicultural series' VESL GUIDELINES was aided financially through funding agreements with the Illinois State Board of Education/Department of Adult, Vocational and Technical Education. (Contract No.: R-33-21-J-0542-400)

June 1981

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Part I Introduction to VESL

Introduction to VESL and other English programs

1. The following Guidelines for Vocational English as a Second Language constitute an approach system to be used by the instructor in the vocational classroom and training station. By way of introduction, Vocational English as a Second Language (VESL) is in itself, however, only one of several programs of the all-encompassing English for Speakers of Other Languages (ESOL). The programs of ESOL also include the proven and traditional English as a Second Language (ESL), English as a Foreign Language (EFL), and English for General Purposes (EGP), all academic courses which feature the language as an end in itself and require a substantial amount of time for its pursuit. Other ESOL programs are English for Academic Purposes (EAP), English for Science and Technology (EST), and English for Specific Purposes (ESP), which are usually part of university or college-based programs leading to undergraduate or advanced degrees and to professional occupations. The latter program, ESP, traditionally has consisted of intermediate or advanced ESL courses which place great emphasis on reading and writing skills in addition to the specific vocabulary required by a target profession, such as Aviation, Medicine, and Mechanical Engineering, for example.

Comparison of ESP and VESL

2. While English for Specific Purposes (ESP) programs have evolved from foreign student matriculation in U.S. universities or overseas academic programs which require English as a Foreign Language (EFL) as a prerequisite for access to English language instruction, texts, and professional scientific papers, Vocational English as a Second Language (VESL) has developed quite differently. Historically, VESL was designed for the person with little time, means, preparation, or desire for academic programs per se. VESL has developed through adult basic education programs and vocational/technical education programs in community colleges, vocational institutes, community centers, secondary schools, CETA programs, and on-the-job training programs. Rarely has a VESL student studied English before, and generally the VESL student is disadvantaged, undereducated, unemployed, or underemployed. Also, he or she may be a school dropout, an immigrant, and/or a refugee. The focus of VESL, therefore, is on language teaching and learning as a means, not as an end in itself, of acquiring and upgrading job skills necessary for the ultimate goal, employment.

Growth of VESL

3. The growth of VESL has accompanied the general growth of vocational education in the United States and the increase in the number of limited English proficiency

adults, whether migrants, immigrants, refugees, speakers of other languages who live in the U.S., or culturally deprived native English speakers who live in the U.S.. Also, recognition of the changing manpower needs of the U.S. has made institutions responsible for the preparation of students for real-world occupations. In an advanced industrialized country like the U.S., most jobs now call for literacy and basic speaking ability, as well as some basic mathematical skills. To meet these demands, in 1976 a federal vocational educational law, PL 94-482, was passed. This law emphasized the need for vocational programs to address the needs of all persons, including people of limited English proficiency. Therefore, since 1976 a major thrust has been the development of adult educational programs which meet the needs of the disadvantaged, the undereducated, the school dropout, the immigrant and refugee, the unemployed, and the underemployed. According to the National Center for Educational Statistics, there are 23 million U.S. adults whose first language is not English or who live in a home where English is not spoken. Since many of these people lack basic skills, the number of limited English proficiency adults enrolled in vocational education can be expected to increase. Also, the fact that English as a Second Language (ESL) classes in adult education programs have been the

first choice of limited English-speaking adults indicates the priority placed on English for whatever occupational or other life goals they have established for themselves. Further, adults will continue to enroll in ESL classes which seem relevant and practical.

Vocationally oriented ESL classes meet these basic requirements of the adult student. Vocational English as a Second Language (VESL) classes are learner-centered, practical, and relevant; like vocational education itself, VESL classes are a means to an end.

Future of VESL

4. Wherever vocational education or job training is available, there might be:

1. access to a prevocational VESL class which would provide ongoing language instruction and orientation common to all trades; and

2. an ongoing VESL program incorporated within the vocational classroom/shop program.

VESL, when taught in a special class by a special language instructor who cooperates with the vocational program and when embedded in the vocational classroom/shop program, provides maximum reinforcement and can be related to shorter programs leading to immediate employment: The short term aspect and the immediate goal aspect, therefore, make VESL a viable instrument.

However, even without access to a special language class, VESL can be embedded in a variety of short- and long-term vocational training programs and directed to a wide range of English language proficiency. VESL will not require several separate English classes for several specific trades. It will not require bilingual teachers or aides for vocational and English instruction. In-depth counseling and discussion components, however, might require qualified bilingual support. This support could be supplied by qualified persons in the community. A list of these people might be prepared before a VESL program is instituted.

Definition and unique qualities of VESL

5. By way of definition for the province of these guidelines, VESL does require the integration of vocational and linguistic objectives and emphasizes occupational language demands. The linguistic skills which are taught are in the context of the vocational skills necessary for successful functioning on the job. Without prior English training and/or without literacy in whatever native tongue, a student can be trained for employment.

Impact of VESL

6. The expected impact of VESL is threefold:

1. Behavior adjustment is a primary objective of VESL. A vocational instructor must be sensitive to the cultural differences among students and, by

means of an immersion process, must impart the culture necessary for their training and future employment.

2. Secondly, the student must be encouraged to be adaptable. Helping the student cope with a new environment is an important feature of VESL also.

3. Finally, preparing the student for future employment by teaching the specific skills for the specific trade is the ultimate goal of the VESL-oriented vocational program.

Part II Execution of VESL: Multicultural Competency-Based Materials

Needs of users

7. The Vocational English as a Second Language Program ideally includes:

1. multicultural competency-based materials;

2. a presentation and reinforcement of English as a second language in prevocational and/or vocational classroom/shop programs.

With reference to the first concern, multicultural competency-based materials must reflect the needs of the users: the student, the instructor, and the program administrator. In order to develop competency-based materials for a given vocation, one must determine the degree of skill the student needs to be ready for employment and the linguistic and cultural background of the student. Further, the vocational goals of the student and what the student must do with English to succeed in a job are important considerations in developing competency-based materials. Take nothing for granted in establishing procedures; repetition is the key to teaching and learning.

Sequential modules

8. The initial step is the development of units or modules which comprehensively reflect all the procedures

necessary for a given vocation. The modules of each vocation should be in appropriate or sequential order and should describe each task within the module accordingly. For example, in the Fiberglass Technician Program, the modules may be presented in the printed material according to a sequence appropriate for the learner and reader:

1. Orientation, which describes the school's rules and regulations;

2. Safety, which introduces the student to general shop safety, special problems of fiberglass reinforced plastics materials, first aid, fire safety, and the chemicals used in the FRP industry;

3. Introduction to FRP, which presents basic polyester chemistry and describes fiberglass production methods and materials;

4. Hand Lay-up, which introduces the student to lamination tools, materials, and procedures;

5. Introduction to Equipment Operation, which describes the various types of production equipment and the resins employed in production;

6. Woodworking, which presents woodworking materials and methods and emphasizes the safe operation of woodworking equipment;

7. Mold-making, which describes the various principles, terms, and procedures used in mold-making;

8. Gel-coat Operation, which introduces

the student to the operation and maintenance of gel-coat equipment;

9. Chopper Operation, in which the student learns to operate and maintain fiberglass chopper equipment;

10. Finish and Repair, which presents procedures for performing various repairs in the shop;

11. Quality Control, which describes the procedures used by industry to insure product quality;

12. Industrial Relations, which introduces the student to the responsibilities of management, supervision, and labor and also teaches the student the procedures necessary in applying for a job as well as the art of participating in a job interview;

13. Related Education, which provides regular and remedial classes in basic reading, writing, and mathematics. Related Education also provides vocational English as a second language for students for whom English is not native and a GED Program, which prepares students without a high school diploma for a test which makes it possible for them to receive the high school equivalency certificate.

9. The modules within a vocation should impart an 8-hour-5-day week schedule for training in order to prepare the student for an environment that he or she would find in the business world. This schedule can be

8-hour - 5-day week

described by indicating the hours needed for accomplishing the training in each module. The purpose of the 8-hour - 5-day week should be described thoroughly in the initial orientation module, however. The presentation of modules for a given vocation in sequential order and in a business time frame is beneficial to all users of competency-based materials, the student, whether native or non-native, the instructor, and the program administrator. Although it is possible that the sequence of presentation might not coincide with instructional or production sequence in some circumstances, sequential order and a business time frame will provide perspective and organization for all concerned.

10. Annotated diagrams & sample tests

Within a sequential presentation of modules, it is appropriate to include diagrams of procedures and equipment plus sample tests which determine competency. A diagram describing procedures and equipment should be simple and well annotated, the generic term or expression always taking precedence over a popular or commercial explanation. For example, a picture of a tire might be identified by "tire" rather than "Goodyear Radial." This approach provides for a common vocabulary for all users.

11. Translated lexicons

With reference to a common vocabulary or lexicon, it is important also to establish a list of words or a lexicon which is unique to a given vocation. This lexicon should be translated into the native language of the non-native vocational student and should become an integral part of the competency-based materials. The number of words in the lexicon should be determined by the vocational instructor and should be limited to the confines of the vocation. One vocation might require one hundred words in its lexicon; another might require two hundred. Because the lexicon can be translated before the course begins and because the lexicon might be the student's only native language reference, it should be complete and comprehensive of the demands of the vocation. If a term cannot be translated into a student's native language, it should be described in the native language and/or isolated without translation and, therefore, be considered an English borrowing. When creating a lexicon for a vocation, it is important for the instructor to use the generic name for a term, rather than a popular or commercial reference. For example, if one wanted to list "refrigerator" as a vocabulary item for a vocation, "fridge" or "frigidaire" should not be included in the lexicon. The latter might be used in the explanation of the generic term, however.

12. Grammatical structure for modules

The presentation of modules for a given vocation should include a description of each task within a module. The grammatical structure used in this description should be simple, consistent, and repetitive. Each task should be presented as "the student will ....," then the test for the given task "will be ....," to the task's step by step directions for the student. The directions for the student should be presented, grammatically, in the imperative mood and the active voice. For example, in the presentation of a module within the welding area, "Take one sample from each end of the weld" is preferable to "One sample should be taken from each end of the weld." The imperative or command mood is natural for the instructor in his or her classroom or shop verbal procedures. Therefore, it is natural and consistent to use this form for printed directions. Although the verb "take" might not be a cognate or related by a common root (word) to the student's native language, the simplicity of its form and the repetition of the word will introduce it to the non-native student with dispatch.

13. Task pages used as handouts for students

It should be assumed that the pages of the materials dedicated to learning a particular task within a module might be used as handouts for the student. Therefore, it is important that a consistent form of presentation be used for all tasks within a module. First, a clear

definition of the task should be stated. Only words needed to describe the target task should be utilized. The words selected should include the technical words utilized in the trade. The translated lexicons should prepare the student for these words.

14. Selection of cognates

When non-technical vocabulary is appropriate in the presentation of a task, cognates should be selected, wherever possible. For example, if an instructor in food services were describing the task of cake baking, the statement of the task might be "The baking of a layer cake," a direction for the task might be "prepare a batter for a chocolate cake" rather than "make a batter" or "the instructor will assist you" rather than "help you." "Prepare" and "assist" are cognates or Latin-based words which are related to words in Spanish, a Romance language derived from Latin. It should be noted that English, although a Germanic language structurally or grammatically speaking, does contain a lexicon or vocabulary that is 60% Latin-based. Southeast Asians, who may have been exposed to French, are going to be more comfortable with a Latin-based word. Further, as English becomes an international language, as in the aerospace and agricultural industries, the selected English lexicon for international use is usually Latin-based. Hence, there is a greater possibility the non-native student will

grasp not only the meaning but also the pronunciation of the Latin-based word. "Make" and "help" are Germanic words and may cause difficulty with regard to meaning and pronunciation for the non-native speaker initially.

No double meanings

15. Another guideline for the selection of vocabulary for describing tasks within a module is the use of a word with one meaning only. Use "correct," for example, when the opposite of wrong is expected. "Right", for example, should be used only when the opposite of "left" is to be communicated. Double meanings are confusing to the non-native speaker of English. Further, use appropriate spacing to distinguish between words which may have two parts of speech and are necessary to the explanation of a task. For example, "Lay out the parts" and "Prepare the weld according to the layout" are both necessary for instruction. With repetition the student will learn that "lay out" is a verb and "layout" is a noun.

Punctuation and vocabulary

16. Do not hyphenate words which are no longer hyphenated in English. Oxyacetylene, for example, when it first became a part of the English lexicon, was written "Oxy-acetylene." Standard dictionaries of 1980 now print it as one word, "oxyacetylene." Other punctuation, such as periods, semicolons, and colons should be used consistently. Clarity should be the paramount reason

for punctuation, and it should be consistent with standard U.S. style sheets. Appendix 2 of this publication is a suggested style sheet.

Full use of articles

17. The full use of articles in preparing task directions is important for non-native students. The students can always subtract later when their English improves and they understand the concept fully. For example, "Prepare the mold" is preferable to "Prepare mold," because it is a complete, fluent presentation. Although technical directions often eliminate articles and are well understood without articles, an attempt should be made to build the non-native student's English structure. These printed directions might be his or her only reference for complete English structure. Also, it is easier for the student to subtract articles than to add them when they are necessary.

Technical idioms

18. With reference to technical idioms, expressions such as "to the print" as in "Lay out the parts to the print" are necessary in the task directions for the technical or trade student. However, an amplified version might appear in the statement of the task. For example, "The student will lay out the machine parts, according to the blueprint" could be the initial presentation. "Lay out the parts to the print" would be a step in the task directions. A gradual introduction

of the idiom provides reinforcement and instruction in the use of the idiom. A vocational student, whatever the language background, must be prepared to use the language of the trade if he or she expects to work in a given trade.

Adverbs used sparingly

19. Adverbs are usually not abundant in technical English. Therefore, they should be used sparingly in a VESL preparation of competency-based modules. For example, in Machine Trades, "Grind all sides smooth" is preferable to "Grind all sides smoothly." The emphasis should be placed on the noun, not the verb. Again, the language of the trade is a necessary tool for the future worker.

Translated introductions

20. With reference to multicultural competency-based materials, it is very important to provide an introduction for each trade. Although the printed introduction will be the first printed material the student will see, it might be the last material to be prepared. The introduction, like the lexicon for each trade, can be translated into the native language of the student before the student enrolls. The fact that it is translated into the student's native language makes it possible to impart a comprehensive description of the background and salient features of the trade. The following might be included in an introduction to a

trade:

1. its history;
2. its importance in industry today;
3. its end products;
4. the importance of the trade program for the student;
5. a brief description of each module of the program; and
6. the employment opportunities for the student.

These features, however, are best defined after the modules and specialized lexicon have been determined. The introduction should include the facts about the vocation which might inspire the student to pursue training in the vocation. For example, occupational prospects, future trends, and occupational crossover potential might be of interest to prospective students. Students vary in motivation, curiosity, basic intelligence, and cultural advantage. However, most non-native students are refugees or immigrants and are usually of at least average intelligence. Further, they are often very aware of the world at large and, because of political and economic circumstances beyond their control, are motivated to begin a new life in the United States. Therefore, the introduction to their new vocation, which might provide them with a new beginning, should:

1. pique their curiosity;

2. motivate them to pursue a vocation, and

3. impart some basic facts about the training which may or may not be included in the competency-based modules.

Repetition of vocational concepts and technical terms is always an effective method for facilitating the student's orientation to the new culture and work setting. For example, providing an outline of the modules for a given vocation in a translated introduction reduces the burden of understanding the modules in English during the training program. The translated introduction, therefore, can provide reinforcement and reference for the non-native student. Because the translated introduction is to be presented to the student before the program instruction begins, it will not interfere with the purpose of VESL, that is, to train the student to function on the job with a basic amount of English necessary for communication.

Introductions and the native student

21. The native adult vocational student should be motivated and informed by the introductions, also. The selection of English vocabulary and structure should be based on what might be appropriate for a native ninth grader, that is, a reading level approachable for a slower reader and with enough impact for a more advanced reader.

The native student will have heard many words such as "environment," production," and "components," and he may have seen them in print. Hence, do not eliminate words because of length. Use words which basically define a concept, which may be a part of the student's vocabulary already, and which are fundamental to the vocation For the native student, the introduction must present new concepts and provide motivation. Further, it must not eliminate challenges, which the student must meet later in his training. If each native student derives some motivation and understanding from the introduction (and all may not be interested in the same aspects of the introduction), the purpose of the introduction is accomplished. The purpose of the introduction is to attract a variety of students to a vocation, and its content must be prepared to satisfy a variety of capacities and interests.

Part III Execution of VESL: Presentation and Reinforcement of English as a Second Language in Prevocational and/or Vocational Classroom/Shop Programs

Spoken English

22. The presentation and reinforcement of English as a second language is fundamental to a successful VESL program. Ideally, it takes place concurrently in the prevocational classroom and in the vocational classroom/shop program. Although the goal of VESL is not native-like control, the goal is the acquisition of enough English to get information, to express one's feelings, thoughts, and wishes, to socialize to a limited extent, and to perform in English on the job.

Sound systems of Southeast Asian languages, Spanish, and English

23. A first consideration for the non-native English speaker is the acquisition of the sound system of English. Every language has a sound system and no two sound systems are exactly alike. For example, one of the features of Southeast Asian languages is their use of tonal systems. That is, one syllable may have as many as six tones which may determine radically different meanings of the same syllable. In Vietnamese, one of three distinct branches of the Southeast Asian languages, the word ma, according to the tone used, may mean ghost, cheek, but, grave, horse, and rice seedling. The English language has tones also. However, tone or

pitch in the English language is not limited to a syllable, but usually expresses attitude in an entire utterance. A feature of Spanish which is different from English is a system of spelling which corresponds very closely to the sound system of Spanish. Therefore, the Spanish language has, within its mutually intelligible dialects, between 24 and 26 basic sounds, which are represented by 29 symbols or letters.

English has over 40 different basic sounds or phonemes, and they are represented by not only 26 symbols or letters but also by several different combinations of these letters. For example, the English sound /f/ is represented by the letter f in "fall," gh in "rough," ph in "physics," and ff in "off." See Appendix 1.

Writing systems of Southeast Asian languages, Spanish, and English

24. Writing systems also vary among different languages. English, Spanish, Vietnamese and Hmong use the Latin alphabet, while other Southeast Asian languages use other writing systems. For example, Cambodian and Mon have their own alphabets derived from Indian scripts; they in turn have given rise to the Thai, Lao, and Burmese alphabets, which are again different.

Teaching the sound system of English

25. Hence, with such diversity in the sound systems and the accompanying writing systems of the potential non-native vocational student, it is important to present

a complete introduction to these systems in English. Ideally, this introduction would take place in a pre-vocational classroom, where time would be available for presentation and practice. The forty plus possible phonemes or basic sounds of English would be taught by introducing simple words, common to all students and to all vocations being offered by the school. For example, the possible fourteen vowel sounds of English might be introduced with:

/i/ as in "see" and "machine"
/I/ as in "it" and "build"
/e/ as in "ate" and "gauge"

The five English diphthongs might be presented as:

/aI/ as in "I" and "height"
/au/ as in "how" and "hour"
/ɔI/ as in "boy" and "join"
/yu/ as in "you" and "use"
/yU/ as in "cure" and "sure"

The twenty-seven possible consonant sounds might be introduced with:

/b/ as in "be" and "boss"
/d/ as in "do" and "day"
/f/ as in "fall" and "rough"

See Appendix 1 for reference to the phonemes of English.

Teaching the writing system of English

26. The writing system of English could be taught in the context of English vocabulary and structure that would help these adults in their vocational training and future employment. Special attention should be extended to those students who do not use the Latin alphabet in

their native writing systems. Printing and cursive writing of English should be demonstrated, taught, and presented in addition to prepared typewritten materials, which might serve as reinforcement for instruction in printing English. Ideally, this instruction would take place in a special VESL class. However, all students, even those for whom the Latin alphabet is native, both non-English speakers and native English speakers, should receive review, if not instruction, in the writing and printing of English. Those students, for whom the Latin alphabet is native, might be placed in one homogeneous VESL class, apart from those who require an introduction to the Latin alphabet. Native English-speaking students will then serve as additional reinforcement for the non-native students.

Literacy vs illiteracy

27. If a student, non-native or native, is determined illiterate in his or her native language, a very basic English class or intensive literacy training is recommended before prevocational ESL. Some general training in English as a Second Language (ESL) for the non-English speaker should precede English literacy training (or Adult Basic Education, as it is nationally known in the U.S.). However, homogeneous grouping of all students, native and non-native speakers of English, who are determined illiterate is recommended for English literacy training. Native English-speaking students

may serve as partners and reinforcement for the non-native, and all will have a common goal, to learn to read and write English. Literacy classes might take place at a location away from the vocational setting, and these classes should be taught by certified specialists in Adult Basic Education.

The vocational lexicon

28. With regard to prevocational English as a Second Language and vocational training as concurrent programs, it is important for vocational instructors to work as a team with the ESL instructor. The ESL instructor must become familiar with the vocational lexicon, particularly one that is common to all trades. Also, the ESL instructor can help the vocational instructor by suggesting and substituting cognates for words which may be too "foreign" for the non-native speakers, by eliminating words with similar meanings and double meanings, and by helping the student master the pronunciation and an understanding of the new vocabulary. This lexicon is not only necessary for the teaching of pronunciation and the writing system, but also for the teaching of English grammar. With a core vocabulary which embraces nouns, verbs, adjectives, articles, pronouns, conjunctions, prepositions, numbers and general terms of measurement, the student can learn basic grammar.

29. The grammatical structure taught in a prevocational class must be simple, appropriate for the vocational class, and reinforced verbally by the vocational instructor. The active voice rather than the passive voice is recommended whenever possible. The imperative form of the verb is important in stating specific directions for a prescribed task. An example which addresses both recommendations is: "Remove the bolt from the machine" rather than "The bolt should be removed from the machine." While accuracy of pronunciation and grammatical structure might not be as important to an entry level kitchen worker as it would be to an entry level receptionist, all students and workers should be able to understand and respond to imperatives. "Turn on the machine," "Turn off the machine," "Get out, the building is on fire!" are examples of imperatives worthy of all students' understanding.

Grammatical structure

30. Essentially a VESL program should enable the student to ask and follow directions and commands. Further, the student should be able to discuss his or her work with other workers, customers, and employers. The student should be able:

VESL needs of the student

1. to talk about the tools and materials used in learning a vocation and working on the job;

2. to understand and talk about job-related procedures;

3. (in some vocations) to use technical manuals, catalogs, and other reading material;

4. to complete order forms, bills, time cards, employment applications, and health and insurance forms;

5. to understand and talk about safety and health or request help when needed;

6. to socialize with fellow workers and employers.

While the structure necessary to fulfill these needs may be varied, it nevertheless may be simple. Statements, interrogatives, and responses should be taught as simple sentences, and this simplicity should be reinforced verbally by the vocational instructor in the classroom/shop.

Technical idioms and specialized lexicons

31. The introduction of technical idioms and specialized vocational lexicons might be the responsibility of the vocational instructor. For example, "to specification," "to the print," and "to the drawing" are idiomatic expressions used by specific vocations just as "arc-weld," "confectioners' sugar" and "gel-coat" are vocabulary items used by specific vocations. Although the idioms may not appear in the translated lexicons, the vocabulary items should appear in the specialized lexicons, which have been recommended for translation into the

student's native language. Verbal repetition of these idioms and lexicon in the context of instruction is essential to their mastery by the student. The VESL instructor can cooperate with the vocational instructor by using the idioms and specialized vocabulary in the various facets of English instruction on an individual basis.

32. Basic mathematical skills

A core vocabulary must be taught early in a VESL program to allow the student to develop English skills, and a specialized lexicon must be presented to the student to pursue a chosen vocation. However mathematical skills and all they encompass must be assured and/or developed if a student is to pursue any vocation in the United States. The VESL instructor might introduce basic numbers initially and at that point determine which students need basic training in identifying numbers and learning basic arithmetic. A student who seems to learn English easily or who already speaks English well might not perform well with numbers! Then the VESL instructor should isolate those students who need beginning instruction from those who are able to work with mathematical problems. Students who need intensive instruction in the writing of numbers might be taught on an individual basis or in homogeneous groups. Native U.S. students might be included in this beginning instruction. Those students who are

ready to receive instruction in mathematical topics should first be introduced to the basic functions of addition, subtraction, multiplication, and division. It is assumed the schedule for the introduction of basic mathematical skills is soon after some basic language skills have been mastered.

Basic U.S. monetary system

33. A presentation of the U.S. monetary systems should follow the VESL teaching and review of basic mathematical skills. This presentation, also in the VESL class, need not use the student's native monetary systems as a reference. The use of actual properties such as U.S. currency, items for sale, etc. and role playing by the students can provide the necessary perspective or "translation" for the student's native orientation.

Metric and U.S. System of weights and measures

34. A very important vocational topic involving numbers and mathematics is the comparison of the Metric System and the U.S. System of Weights and Measures. All students, native and non-native, should understand and master sufficiently the two systems. Inservice training and/or review of these systems should be provided for VESL instructors before instruction of students commences, however. Some students will be well acquainted with one system or the other, some will need basic instruction in both. Special instruction for each group, which might consist of a mixture

of native and non-native students, might be necessary. The cooperative effort of both the vocational instructor and the VESL instructor would be essential. The incidence of each system in vocational programs would supply important information for the VESL instructor. The vocational instructor could provide examples of the usage of these systems in the vocational curricula. The VESL instructor would be able to provide non-vocational examples which would be appropriate and necessary for the students' use in daily life. For example, scales for weighing people and items, indoor and outdoor thermometers, measuring cups and spoons, yardsticks, rulers, fever thermometers, etc. to illustrate both systems of measurement would also allow for role playing and provide the student with perspective regarding these systems. The presence of native students, who would have no trouble with the English necessary for instruction, might be additional reinforcement for the non-native.

Regional and personal dialects of English

35. The personal and/or regional English dialect of the instructor, whether in the vocational classroom/shop or in the VESL classroom, is an important consideration throughout all instruction. Instructors should be aware of the fact that the U.S. dialect of English officially or normally used in teaching English as a Second Language (as well as in radio and television

news broadcasting) is the "General American" dialect; this dialect is also called the "Northern U.S." dialect of English. Therefore, students who have been trained in ESL might have difficulty, initially, decoding another dialect of English, such as "Midland" or "Southern." For example, in General American the vowel sound in the word "ten" is the same as the vowel sound in "friend" and not the same as the vowel sound in "it" (Midland); "fire" is not pronounced "far" (Midland). Instructors might consult dictionary pronunciation when in doubt. Also, careful monitoring of one's own pronunciation and its ensuing reception is perhaps the best initial approach. Although students must become accustomed to other dialects eventually, when job hunting and working on a job, for example, a consistent effort to use standard dictionary pronunciation should be made in the instructional areas, if possible. This effort should continue even after the student has acquired adequate control over his or her understanding of spoken English. Fellow native students also might be made aware of the limited English speakers' needs. However, fellow native students and other native personnel, from the first moment of the non-native student's enrollment in a program, may not only provide an "exercise" in dialectal pronunciation but also may introduce dialectal expressions or colloquialisms. An example of the latter might be "You all come back now!"

for the standard "Thank you for coming." The instructional staff, however, should avoid colloquialisms and slang; they should concentrate on consistently providing students with standard English expressions and "a home" in one official dialect. In this way, students learn and establish confidence in the English language more readily. They also prepare themselves to "tune in" on other dialects in the future.

Non-verbal considerations:
1. interruptions;
2. "on time" and greeting behavior;
3. spatial relations and eye-to-eye contact;
4. role of U.S. women

36. Non-verbal considerations are important in both the VESL classroom and the vocational classroom/shop program:

1. In some foreign cultures it is inappropriate for adults to ask for repetition or to admit that one has not understood. Therefore, it may be necessary for the VESL class to teach strategies for beginning conversations, interrupting others, responding to others, and, of course, knowing how to end a conversation or an interruption. These strategies should be varied, because a request for clarification can assume different forms in a variety of settings.

2. Specific cultural expectations of U.S. workers and employers might be presented by the VESL instructors, also. For example, the U.S. system of time should be explained. The instructor would clarify the difference between "on time" for appointments, instruction, and work and the arrival time for parties and social occasions. Greeting behavior in the U.S.

might present a cultural difference for the non-native student also. Therefore, shaking hands needs to be practiced with other adults of both sexes. At this time the instructor might introduce the U.S. concept of when touching is acceptable: that is, for example, when attempting to get someone's attention, but not as an accompaniment to shaking hands.

3. The U.S. concept of proxemics or spatial relations should be demonstrated, because in some cultures people stand much closer to each other than in the U.S.. Related to proxemics is the U.S. tradition for eye-to-eye contact. The student should be shown when it is appropriate to look someone in the eye and when to look away. For example, a fellow worker or classmate or even a person in a crowd should not be stared at, but a fellow conversationalist would expect eye-to-eye contact.

4. Finally, with regard to cultural expectations of U.S. workers and employers, although it may be apparent to non-native students that women are enrolled in vocational programs, nevertheless, the role of U.S. women in a variety of semiskilled and skilled jobs should be explained. Further, the fact that U.S. women hold administrative and personnel posts not only in schools but also in industry might be introduced.

VESL support materials and activities

37. Concurrent VESL and vocational training programs should provide a precision approach to make vocational instructors more aware of their use of English in the classroom and to assist them in meeting the needs of limited English speakers. However, the demands on the instructors can be reduced and the efforts of the instructors can be reinforced by the use of multicultural support materials and activities.

Slide shows for orientation

38. Audio-visual materials, such as slide shows, are valuable because they can go beyond the vocational classroom and can serve a large audience. Further, slide shows have longevity; they can remain vital and fresh, while an instructor cannot be expected to be so endowed. An important time for introducing a slide show into the VESL-oriented vocational school schedule is before the student, native or non-native, makes his or her final selection of a vocation to pursue. A slide show of fifteen minutes or less can be an effective tool to introduce the student to the world of work and to a specific trade; it, therefore, can become part of a general orientation program for the vocational school. If the school has printed translated introductions and lexicons for the several careers, these materials might be made available to the student initially. Then after the student has reviewed the translated materials, it would be appropriate to introduce a slide

show with narration in "VESL" English for each career. The audio-visual interpretation of the specific vocation would provide the student with another dimension, "organize" any preconceived notions regarding the vocation and introduce English simultaneously with a visual portrayal of the vocation.

Content of slide shows

39. As an introduction to a specific career, a slide show and narration should provide a general description of the trade or career. Its history, its importance in industry today, its end products, its importance to the student, a brief portrayal of each module in the vocation, and the employment opportunities for the student are examples of content that can be effectively imparted by visual means. It is possible that not all students will understand all the narration in a slide show or would be interested in the same aspects of a slide show presentation. However, the purpose of the audio-visual introduction would be accomplished if each student would derive some motivation for a career and some information about a career which could be difficult to impart without visual means. A slide show, too, can be a springboard for an instructor's orientation presentation. Essentially, the subject has been introduced for the instructor who can tailor reinforcement to the students' needs and curiosity.

40. Slide shows also can be effective reinforcement for detailed explanation of modules when the teaching of the vocation is in progress. Other ongoing visual aids might be charts, clearly annotated in English, which would depict the tools of a trade, the appropriate clothing for a trade, and procedures within a trade. Cafeteria signs might be increased to include the labeling of the flatware and dishes in clear English: knives, forks, spoons, plates, cups, etc. The cash register area might have a sign which clearly describes necessary payment for a cafeteria meal. Lavatories might have appropriate labeling, and all classrooms, shops and offices should be appropriately introduced by attractive signs. VESL signs within a vocational facility can be most effective and attractive when they are designed with a common print style and color combination. The rewards are greater when signs are thoughtfully planned, coordinated, and evaluated by the vocational instructors, the VESL instructor, and administrative personnel. The non-native student may serve also as an evaluator of the effectiveness of a visual aid.

Ongoing visual aids

41. Industry itself offers valuable reinforcement for a vocational program. All students, native and non-native, might visit job sites and, in turn, speakers from industry might visit a vocational class. (Also, the

Industrial visits

vocational program might provide guest speakers for industry so that industrial personnel may learn about the students.) Non-native students especially need a gradual introduction to the daily routines of U.S. workers, and early visits to industries, where they might be potential workers, might give them the perspective necessary to understand the responsibilities they must assume as vocational students. The non-native students may never have seen the industrial counterparts in their native countries. Too, materials such as job descriptions and applications might be secured from industrial personnel departments and, of course, state and local employment agencies. These materials are usually simplified, because they are written for native adults with varied educational backgrounds.

General guidelines for successful teaching in a VESL program

42. It must be understood by all vocational program personnel that the non-native adult's sense of identity and personal worth often will be related to his or her first language and culture. Learning a second language may lead to embarrassment and frustration and even loss of identity. A successful VESL class reduces these risks by respecting the adults as individuals, by providing a sheltered environment where adults can practice the new language without fear of humiliation, and by focusing upon specific areas of experience, that

is, education and vocation. Other areas of experience, such as home, neighborhood, and religion should be left intact for the native or first language and culture. A total VESL program which includes the VESL-oriented vocational program, therefore, should allow the non-native to retain a first language and culture, but make it possible for the student to add English for the specific purpose of learning a vocation and working at a job.

Teaching styles

43. Related to the native culture and the student's identity is how the student perceives an instructor. Because the style of an instructor varies among cultures, the vocational and VESL class instructors must become aware of the basic teaching and learning strategies of the student's native culture. For example, if the student is accustomed to a teacher-dominated class, the instructor can direct some class activities and establish authority. When the students are ready, the instructor then can shift to student-student interaction. Hence, whatever the instructor's style may be, he or she should demonstrate cultural sensitivity by varying teaching strategies when necessary.

44. Concurrent VESL and vocational training is an approach which not only makes vocational instructors more aware of their English in the classroom and shop, but also

helps them find ways of meeting the needs of students with limited English proficiency. Essential to this approach are:

1. repetition, clarification or use of a number of methods to explain a concept;

2. simplification or restricting an explanation to a limited vocabulary and structure;

3. demonstration and the increased use of visual and audio-visual aids.

The successful VESL program is, thereby, learner-centered. All learner needs - educational, social, economic, and psychological - are reflected in the program's design and curriculum:

1. The VESL program not only provides pre-vocational ESL and vocational training, but it also provides students with counseling services and helps them find jobs.

2. A successful VESL program emphasizes the fact that English can and may be learned for specific functions. It groups adults with similar needs and achievement into the same ESL courses. It avoids placing a variety of adults with differing needs and ESL achievement in the same course.

3. A successful VESL program defines performance and behavioral objectives that are job-related and achieves these objectives by utilizing appropriate

materials and methods.

4. Communication and relevance are important to the success of a VESL program, and adults are given an opportunity to practice using English in a variety of ways within the program.

5. A successful VESL program is aware of cross-cultural differences, especially related to education and language learning. Further, it builds upon the language and vocational skills the adult already possesses.

6. Finally, it addresses and serves the needs of a multicultural adult student body, which by definition includes the U.S. native as well as the non-native immigrant, non-immigrant or refugee. The successful VESL program, therefore, is adaptable.

APPENDIX 1: PHONEMES OF ENGLISH*

Vowels

/i/ ..... see machine teacher piece receive money

/I/ ..... it build bit sit TIG MIG physical

/e/ ..... they ate say gauge late

/E/ ..... met wet set test weld well friend

/ae/ ..... sat at that mat man thank

/a/ ..... car not father

/ɔ/ ..... all forge law long

/o/ ..... go coat program old boat

/U/ ..... pull put book look cook woman

/u/ ..... too two you who June moon tool shoe

/ə/ ..... but double rough must machine compress (v.)

Diphthongs

/aI/ ..... I height cry die dye nice my

/au/ ..... now how hour flower flour

/ɔI/ ..... boy join toy soy

/yu/ ..... you use used fuse

/yU/ ..... cure sure

Consonants

/p/ ..... paper stop put prepare

/b/ ..... be boy boss

/t/ ..... to tell tea typist

/d/ ..... do dot day welding did

/k/ ..... keep cat kind cook look back chrome quart

/g/	.....	go gum ago ghost gauge
/f/	.....	fun fall off rough phone physical
/v/	.....	very valve vote van of
/θ/	.....	thin thick think thank
/ð/	.....	then other that there
/s/	.....	send case cent see saw city
/z/	.....	rose these zero zoo desire
/S/	.....	sheet machine nation show sure
/ʒ/	.....	vision usual rouge fusion
/tS/	.....	chalk child chase choose chose
/dʒ/	.....	judge gentle germ gesture geography
/m/	.....	much me my machine
/n/	.....	none any no know gnarl
/l/	.....	lay late fall tell
/w/	.....	well wall wait want welding quart
/h/	.....	hat whole hold who
/hw/	.....	wheel where when which why what
/y/	.....	year yawn yes yet yellow opinion
/r/	.....	rose year torn run rain

* The International Phonetic Alphabet symbols are used to illustrate the phonemes of English in this appendix, with one modification. That is, this text uses /y/ for the initial sound in "yes", instead of the IPA /j/, which is often confusing to students and personnel who are not phonetics majors. Further, the number of phonemes has been limited to 40, which are considered essential for the purposes of VESL instruction.

APPENDIX 2: STYLE SHEET

The following represents a compilation of key elements of punctuation used in technical writing related to vocational education. Principal sources have been The University of Chicago Press A Manual of Style, 12th Edition; The Associated Press Stylebook and Libel Manual; Webster's New World Dictionary of the American Language, Second College Edition; and the writer's experience. It should be noted that in this appendix a dash (-) is used to introduce each example of a rule.

Contents:

A. The Period
B. The Exclamation Point
C. The Question Mark
D. The Comma
E. The Semicolon
F. The Colon
G. Quotation Marks
H. The Hyphen
I. The Dash
J. Parentheses

A. THE PERIOD (.)

1. Use a period at the end of a declarative sentence.
   - Machine tools were developed only 400 years ago.

2. Use a period at the end of a mildly imperative sentence.
   - Shut the door.
   but
   - Be careful! (Use an exclamation point if greater emphasis is desired.)

3. Use a period at the end of some rhetorical questions. A period is preferable if a statement is more a suggestion or a polite request than a question.
   - Why don't we overhaul the engine.
   - Would you please send me a copy of your catalog.

4. Use a period at the end of an indirect question.
   - He asked where the drill press was.

5. Use a period after most abbreviations.
   - Mr., Mrs., Dr. (These titles are never spelled out.)
   - A.D., B.C., a.m., p.m., No. (Use these abbreviations only with figures.)
   - etc., e.g., i.e. (which represent "et cetera," "exempli gratia," and "id est," all Latin terms for "and so forth," "for example," and "that is," respectively)

6. Use a period after initials. In a typed manuscript, abbreviations and the initials of names do not have spacing between periods.
   - Ronald W. Reagan, T.S. Eliot, e.g.

   but
   - JFK, LBJ (Abbreviations using only the initials of a name do not take periods.)

7. Omit the period after items in a vertical list unless one or more of the items are complete sentences.

8. In a typed manuscript there should be two spaces between a period and the beginning of the next sentence.

B. THE EXCLAMATION POINT (!)

1. Use the exclamation point after a particularly forceful interjection or imperative sentence.
   - Be careful!
   - Help!
   - Oh! or Ouch!

2. Avoid overuse of the exclamation point. Do not use the exclamation point after a word, phrase, or sentence to indicate irony or humor. Let the words speak for themselves.
   - After welding class please place all tools in the storage area.

3. In a typed manuscript there should be two spaces between an exclamation point and the beginning of the next sentence.

C. THE QUESTION MARK (?)

1. Use a question mark at the end of a direct question.
   - Do you have the carbon paper?

2. Use a single question mark at the end of multiple questions contained in a full sentence.
   - Did you identify the lamination tools, prepare a mold, and laminate the mold?

3. Use a question mark after each query in a series and break into separate sentences if you wish to emphasize each element.
   - Did you identify the lamination tools? Prepare a mold? Laminate the mo_d?

4. Use a question mark enclosed in parentheses to express doubt about a word, fact, or number.
   - I checked a 120V system with a 24V (?) control circuit.

5. Do not use a question mark in parentheses to indicate humor or irony.
   - Clean the work area and return all (?) the materials to storage.

6. A request courteously disguised as a question should not be terminated by a question mark.
   - Will the class please rise.

7. In a typed manuscript there should be two spaces between a question mark and the beginning of the next sentence.

D. THE COMMA (,)

1. Use a comma before the conjunctions and, but, for, or, yet, and nor when they join two clauses (that could stand alone as separate sentences) of a compound sentence.
   - Auto ownership was greater than ever before for the average U.S. worker, and the U.S. worker was now one of the many customers of the autobody repair specialist.

   but

   Between most short clauses and between many long ones when the meaning is clear, the comma is omitted.
   - Clean up the work area and return the supplies to the storage area.

2. Use a comma to separate an introductory clause or phrase from a main clause.
   - During the course of training, the student will learn to perform one or a variety of duties.

   but

   The comma may be omitted after short introductory phrases if no ambiguity would result.
   - During the night he heard many noises.

   but

   - On the street below, the workers gathered.

3. Use a comma to set off dates, addresses, and titles.
   - The letter was dated July 1, 1981, and was mailed from Chicago.
   - He lived at 75 Illinois Avenue, Carbondale, Illinois, for five years.
   - Dr. John Lee, Project Director, will be the speaker.

   but

   No comma is used to set off month from year.
   - The letter was mailed during July 1981.

4. Use commas to separate elements in a series. When a conjunction joins the last two elements in a series, a comma is used before the conjunction. In a very simple series, however, a comma before the conjunction is not necessary.

- Bleed the hydraulic system with a bleeder hose, jar, and proper bleeder wrenches.
- The breakfast menu was orange juice, toast, and ham and eggs.
- The VESL instructor displayed needles, thread, pencils, nails and paper clips on the counter.

5. Use commas for clarity and to avoid ambiguity. Avoid overuse of commas.
   - The student will adjust or align the window glass to prevent any water leaks, wind noise or rattles, to the satisfaction of the instructor.
   - Align the window to prevent wind noise, water leaks, and rattles.

   but

   - The student will set up and weld T-joints in an overhead position to the satisfaction of the instructor.

6. When the elements in a series are long and complex or involve internal punctuation, they should be separated by semicolons.
   - A receptionist is responsible for, first, greeting callers and visitors; second, maintaining the visitors' log; third, answering the telephone; and finally, originating telephone calls.

7. Use a comma for most figures higher than 999. The major exceptions are: street addresses (1201 Illinois Street), broadcast frequencies (1460 kilohertz), room numbers, serial numbers, telephone numbers, and years (1981).
   - There were 1,829 welds in that bridge.
   - In 1982 his room number will be 1601.

8. Use a comma to separate coordinate adjectives modifying the same noun. (If you can substitute and for the comma, the adjectives are coordinate or equal in rank.)
   - Glass fiber is superior because it can provide fire-resistant, strong, long-lasting products.

   but

   Use no comma when the last adjective before a noun outranks its predecessors because it is an integral element of a noun phrase, which is the equivalent of a single noun.
   - The instructor explained the virtues of the new glass fibers.

9. Use a comma or commas to set off nonrestrictive phrases or clauses from the rest of the sentence. (A nonrestrictive phrase or clause is one not essential to the meaning of the sentence.)
   - By the 19th century modern shorthand used a phonetic system, which meant that all words were written according to their sounds.

- The Food Service curriculum has several units, which are called modules.

10. Use a comma before and after a dependent clause that comes in the middle of a sentence.
    - An autobody repair specialist, although he or she may specialize at some point, should have broad training.

11. Use a comma to set off absolute and parenthetical elements in the sentence.
    - In fact, with the development of training for automotive mechanics, the automobile industry increased and prospered.
    - However, students must show continued progress.

12. Use a comma after terms (e.g., i.e., namely) that introduce a series or examples.
    - A maintenance mechanic must be trained in a variety of areas, e.g., electricity, air conditioning, plumbing, and carpentry.

    but

    "Such as" should not have a comma preceding or following it.
    - A maintenance mechanic must be trained in a variety of areas such as electricity, air conditioning, plumbing, and carpentry.

13. When the context calls for a comma at the end of material enclosed in quotation marks, parentheses, or brackets, the comma should be placed inside the quotation marks but outside the parentheses or brackets.
    - Use "correct," for example, when the opposite of wrong is expected.
    - English literacy training (or Adult Basic Education, as it is known in the U.S.), which is taught in most vocational schools, is essential for the refugee.

Regarding quotation marks and placement with other punctuation, the following long-established U.S. printers' rules apply and should be noted:

1) The period and the comma always should be placed within the quotation marks.
   - "Take one sample from each end of the weld" is preferable to "One sample should be taken from each end of the weld."

2) The dash, the semicolon, the colon, the question mark and the exclamation point should be placed within the quotation marks when they apply to the quoted matter only. They should be placed outside when they apply to the whole sentence.

- Why is it preferable to say "the instructor will assist you" rather than "the instructor will help you"?
- "Get out, the building is on fire!" is an imperative worthy of all students' understanding.

14. In a typed manuscript a comma is followed by one space.

E. THE SEMICOLON (;)

1. Use a semicolon between two independent clauses when they are not joined by a coordinating conjunction.
   - The first Oldsmobile had a 3-HP engine and a curved dash; it is still a favorite of collectors.

2. Use a semicolon to separate elements of a series when the elements themselves contain internal punctuation.
   - The vocational director hired one instructor, John Smith of Chicago; two maintenance mechanics, Robert Brown and John Lee of Carbondale; and one custodian, Stanley Smith of Murphysboro.
   - (also, see The Comma, D. #6)

3. In a typed manuscript a semicolon is followed by one space.

F. THE COLON (:)

1. Use a colon before a long, formal quotation, formal statement, or list of items.
   - Criterion-referenced measure:

     The student will replace the defective steering spindles to the satisfaction of the instructor.

   - Performance guide for replacing steering spindles:

     1. Raise the vehicle.
     2. Remove both front wheel assemblies.
     3. Remove the rotor and hub assemblies.

2. Use a colon after a main clause when the succeeding clause or clauses explain the first clause.
   - Remove the bearing from the shaft: On most models the bearing must be pressed off with an arbor press.
   - There are three considerations: expense, time and feasibility.

3. Use a colon following the salutation of a formal letter. In informal letters a comma may be used.
   - Dear Dr. Lee:
   - Dear Sir:
   - Dear Bob,

4. In a typed manuscript a colon is followed by one space.

G. QUOTATION MARKS (" ")

1. Use quotation marks to introduce an unfamiliar term on first reference.
   - Broadcast frequencies are measured in "kilohertz." (Do not put subsequent references to kilohertz in quotation marks.)

2. See The Comma, D. #13.

H. THE HYPHEN (-)

1. Use a hyphen whenever ambiguity would result if it were omitted.
   - The project director will speak to the small-business men.
     (Businessmen normally is one word. But The project director will speak to the small businessmen is unclear.)

2. When a compound modifier - two or more words that express a single concept - precedes a noun, use hyphens to link all the words in the compound except the adverb very and all adverbs that end in ly.
   - The first automobile in the world was a large, heavy, steam-powered tricycle.
   - There are many opportunities for the well-trained office worker.
   - It was their twenty-fifth anniversary.
     (All compound numerical modifiers between twenty-one and ninety-nine are hyphenated.)
   - It was an expertly designed machine.

3. Use a hyphen to divide a word at the end of a line.
   - The well-trained office worker may work independently as a freelancer at home.

4. Use the dictionary to check on the hyphenation of other compound words.

I. THE DASH (-)

1. When a phrase that otherwise would be set off by commas contains a series of words that must be separated by commas, use dashes to set off the full phrase.
   - The Clerical Program provides instruction in a variety of clerical tasks such as typing, general office practice - filing skills, receptionist skills, use of office machines - beginning bookkeeping, shorthand, and practical business mathematics and English.

2. Dashes can be used to introduce individual sections of a list and to introduce examples of a rule (as in this appendix).
   - The instructor gave the following directions:
     - Address a small envelope.
     - Address a large envelope.
     - Type an interoffice memorandum.

3. Use a dash to indicate continuing, or inclusive, numbers.
   - 1968-81
   - May-June 1981
   - pp. 38-65
   - 10:00 a.m.-5:00 p.m.

J. PARENTHESES (())

1. Use parentheses to enclose material that is explanatory, supplementary, or exemplifying.
   - The class meets 6 hours each day in occupational education (up to 2 hours of lecture on technical theories and a minimum of 4 hours of practical shop experience).

2. Use parentheses to confirm a sum previously given in words.
   - I enclose my check for five hundred dollars ($500.00) to cover payment.

3. Punctuation for parentheses is as follows:
   - Place a period outside a closing parenthesis if the material inside is not a sentence (such as this fragment).
   - (An independent parenthetical sentence such as this one takes a period before the closing parenthesis.)
   - When a phrase placed in parentheses (this one is an example) might normally qualify as a complete sentence but is dependent on the surrounding material, do not capatilize the first word or end with a period.

4. See The Comma, D. #13.

5. In a typed manuscript a parenthesis within a sentence is separated from the words on either side of it by a single space. A sentence standing by itself within parentheses is separated from the preceding and following sentences by two spaces.

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for

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